A study of physical education handbooks issued by colleges and universities.

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A STUDY OF PHYSICAL EDUCATION HANDBOOKS
ISSUED BY COLLEGES AND UNIVERSITIES

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A STUDY OF PHYSICAL EDUCATION HANDBOOKS
ISSUED BY COLLEGES AND UNIVERSITIES

BY

STANLEY FRANCIS SALWAK

A problem submitted in partial fulfillment
of the requirements for the Master of
Science Degree

University of Massachusetts
1949
TABLE OF CONTENTS
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TABLE OF CONTENTS</td>
<td>iii</td>
</tr>
<tr>
<td></td>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td></td>
<td>LIST OF BAR GRAPHS</td>
<td>ix</td>
</tr>
<tr>
<td>I</td>
<td>THE INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Background of the Study</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Study</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>METHOD OF PROCEDURE</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Statement of Problem</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Sources of Data</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Schools to Which the Questionnaire Was Sent</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Development of the Questionnaire</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Distribution of the Questionnaire</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Rating of Items in Questionnaire by Department Heads</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Treatment of the Questionnaire Returns</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Selection of the Criteria and Method Used in the Analysis of the Handbooks</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Treatment of the Handbook Findings</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Use of the Questionnaire and Handbook Findings</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>INTERPRETATION OF QUESTIONNAIRE RESULTS</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Questionnaire</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>List of Items in Questionnaire</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Questionnaires Returned</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Statistical Analysis of the Questionnaires</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Questionnaire Results from Small Colleges and Universities</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Questionnaire Results from Large Colleges and Universities</td>
<td>16</td>
</tr>
</tbody>
</table>
Questionnaire Results from Both Small and Large Colleges and Universities 19

General Conclusions 21

CHAPTER IV — A STUDY OF THE AMOUNT AND TYPE OF PHYSICAL EDUCATION MATERIAL FOUND IN HANDBOOKS 23

Purpose of the Analysis 23

List of Criteria for Analysis of the Handbooks 23

Handbooks Submitted by Colleges and Universities 24

Statistical Analysis of the Handbooks 24

Comparison of Handbooks of Both Groups of Colleges and Universities 25

Results of Handbook Analysis of Small Colleges and Universities 26

Results of Handbook Analysis of Large Colleges and Universities 26

General Conclusions Pertaining to the Foregoing Results 26

Supplementary Findings on Certain Aspects of the Analysis of All the Handbooks 29

Aims of Physical Education Today 30

Organization and Presentation of the Subject Matter 30

Visual Aids 30

Scope of the Handbooks 31

Mechanical Construction 31

CHAPTER V — STATEMENT OF PROBLEM, SUMMARY OF THE PROCEDURE, AND CONCLUSIONS 33

Statement of the Problem 33

Summary of the Procedure Used in This Study 33

Conclusions 34
<table>
<thead>
<tr>
<th>Chapter/Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER VI — CRITIQUE OF THE STUDY</td>
<td>37</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>37</td>
</tr>
<tr>
<td>Values of the Study</td>
<td>37</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>39</td>
</tr>
<tr>
<td>Selection of Guides to Follow in Writing the Handbook</td>
<td>40</td>
</tr>
<tr>
<td>The Handbook</td>
<td>42</td>
</tr>
<tr>
<td>Supplementary Tables of Questionnaire Data</td>
<td>61</td>
</tr>
<tr>
<td>Letter of Transmittal</td>
<td>66</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>67</td>
</tr>
<tr>
<td>Follow-up Double Postal Card</td>
<td>68</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>70</td>
</tr>
</tbody>
</table>
LIST OF TABLES
## LIST OF TABLES

| TABLE I  | Summary of Questionnaire "Small Colleges and Universities" | 15 |
| TABLE II | Summary of Questionnaire "Large Colleges and Universities" | 18 |
| TABLE III| Summary of Questionnaire "Both Small and Large Colleges and Universities" | 20 |
| TABLE IV | A Distribution of Frequencies in Numbers and the Per Cent of Handbooks from Small and Large Colleges and Universities Containing Information About the Topics Listed | 27 |
LIST OF BAR GRAPHS
| BAR GRAPH 1 | The Value of a Handbook to Small Colleges and Universities | 14 |
| BAR GRAPH 2 | The Value of a Handbook to Large Colleges and Universities | 17 |
| BAR GRAPH 3 | A Composite Picture of the Value of a Handbook to Small and Large Colleges and Universities | 19 |
| BAR GRAPH 4 | The Percentage of Handbooks from Small Colleges and Universities Containing Each of the Topics in the Table of Contents | 25 |
| BAR GRAPH 5 | The Percentage of Handbooks from Large Colleges and Universities Containing Each of the Topics in the Table of Contents | 26 |
CHAPTER I

THE INTRODUCTION

Background of the Study -- The high percentage of rejections of youths by the service forces and the inadequate physical condition of many of them upon their induction has created a challenge to physical educators. Selective Service records show that large numbers of our young men were not fit for military service in the last war because of remedial defects.1 Today, educators are showing greater concern and giving more thought to training the individual, not only in the academic subjects, but in physical education as well. Currently, 391 institutions are giving undergraduate professional training in health, physical education, and recreation in the United States.2 Required physical fitness programs have been instituted in schools and colleges throughout the country. The faculty of Columbia University has supported a recommendation submitted by the Department of Physical Education, that beginning with academic year 1947-1948, the requirement in physical education be extended into the junior and senior years.3 After more than two years of study, the proposed Federal School Health and Physical Education Act has finally been introduced to authorize the appropriation of federal funds to assist the states and territories in extending and improving their health and physical education programs.4

The trend of thought today is that physical education is not directed

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1 (1) U.S. Office of Education, Physical Fitness for Students in Colleges and Universities, p. 2
3 (3) Committee Report, News Letter, p. 9
4 (4) Ibid, p. 9
only toward keeping the body in good physical condition. McCloy\(^5\) says:

> It is simply one phase of the education of the whole child, making its approach from one aspect of his interests and his activities. Some forms of education function more effectively when approached from one angle and others when approached from another. Chemistry is taught best in the classroom and the laboratory. Swimming is best learned in the water. Physical courage and many forms of quick and adaptive thinking are best learned in the gym and on the athletic field. Each of these learnings, however, affects the behavior, the usefulness, and the culture of the individuals taught. So Physical Education is an important part of the whole system of education.

There is an obvious need for adequate instruction in games and sports for a great many individuals so that they may learn to participate in activities in which they are likely to engage after graduation from college.\(^6\) One outstanding social fact of the twentieth century is the increase in the amount of leisure time among all groups of people in America.\(^7\) Not so many years ago, a 10 or 12 hour work day was in effect. At present, the average day ranges from 6 to 8 hours. As a result, people are finding themselves with more leisure time and with no way of spending it. A study made by Adams\(^8\) at Columbia University covering nine reunion classes, each separated by five years, from 1907-1947, revealed that only 43 per cent of the alumni engaged regularly in physical exercise; 90 per cent of the group indicated either regular or occasional participation; and 10 per cent stated that they did not engage in exercise at all. Although the results of this study are not overly reliable because of the limited sampling, they indicate to the writer that people

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(7) Williams and Hughes, *Athletics in Education*, p. 32
(8) Adams, L.C., op. cit., p. 55
are inclined to sit back and listen to the radio, go to the movies, or observe sport spectacles, rather than take an active part in recreational activities such as golf, tennis, volleyball, and badminton. Quoting Dr. Jacks, the English philosopher, "the way we spend our leisure time as adults will depend upon how we spend our playtime as children".9

From the foregoing, it appears that physical education as a subject in the curriculum and athletics as extra-curricular activity should receive more attention from students and teachers of the college or university. This is the natural conclusion when one considers that physical education and athletics offer a great variety of activities which are easily adaptable to games for individual and group participation.

It is naturally expected that the attention of those in the physical education profession will manifest itself in the form of an active interest and be accompanied by a desire to inform all the students and teachers about the benefits derived from electing physical education courses and participating in games and sports.

Unfortunately, the above assumptions are not so; the amount of writing on physical education forms a very small percentage of the total material published in books and periodicals and only a small number of departments of physical education for men issue printed material about their programs. Consequently, the student body and faculty fail to realize the importance of including physical education as an intrinsic part of the educational program.

**Purpose of the Study** — The problem then, is to discover some means of reaching students and faculty and informing them of the vital need for

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(9) Jacks, L.P., *Education Through Recreation*
their active participation in a well integrated physical education and athletics program. The most logical way in which to achieve this aim appears to be through the use of a handbook designed to make clear the place of the individual in this type of program.

An analysis of the problem as handled at other schools was made by a questionnaire and a study of the handbooks issued by some of the schools participating in the survey. The questionnaire sought to determine: (1) The extent to which such a handbook was used; (2) The administrator's attitude toward the value of such a handbook. The handbook analysis sought to discover the qualitative and quantitative aspects of the table of contents.

Data from these sources were used in the preparation of a handbook, for probable use by the Department of Physical Education for Men at the University of Massachusetts. It points out the responsibility of the entire University toward a program of physical education. The student is given an overall picture of individual and group opportunities in physical education and athletics.
CHAPTER II

METHOD OF PROCEDURE
CHAPTER II

METHOD OF PROCEDURE

A survey of the educational literature shows clearly that the relative importance of physical education is minimized. There is a real need for the teachers in the field to give written expression to the objectives for which they are striving, as well as the means by which they may be accomplished. The handbook offers an excellent medium to this end.

Statement of Problem — It was the purpose of this study:

(1) To find out how many of a selected group of colleges and universities issue printed material in handbook form on physical education and athletics.

(2) To determine from the administrator's point of view the value of a handbook to a department of physical education for men as revealed through a questionnaire study.

(3) To make a critical analysis and evaluation of the handbooks received from colleges and universities taking part in the study.

(4) To write a handbook, using the findings under 1, 2, and 3, for probable presentation to all students and teachers at the University of Massachusetts.

Sources of Data — Data for the study were obtained from a questionnaire sent to 130 colleges and universities in the United States and from handbooks printed and issued by some of these same institutions.

Schools to Which the Questionnaire Was Sent — The schools which give an undergraduate degree in physical education were chosen for contributing sources. In each state there was at least one co-educational institution which fulfilled this requirement. The questionnaire was sent to 130 co-educational schools in forty-eight states and the District of Columbia.
This study includes agricultural colleges, teachers colleges, state universities, privately controlled universities, junior colleges, and denominational colleges.

The colleges and universities were classified in one of two groups to provide a comparable basis for evaluation of data. The division was made according to the student enrollment and prominence of athletic teams as given by the World Almanac and the Blue Book of College Athletics:

1. Sixty-five schools fell within the first of "Small College or University" group. These had a student enrollment varying from 500-3500 and football and basketball teams comparable in quality to those at the University of Massachusetts.

2. Sixty-five schools fell within the second of "Large College or University" group. These had a student enrollment above 3500 and football or basketball teams comparable in quality to those at the University of Michigan.

Development of the Questionnaire — Items included in the questionnaire were selected from readings, and were amplified somewhat by suggestions made in a study by Marshall. Before the questionnaire was distributed, it was reviewed by Professor Llewellyn L. Derby of the Department of Physical Education for Men at the University of Massachusetts and by Dr. Albert W. Purvis, Head of the Department of Education at the University of Massachusetts. Their recommendations and criticisms were helpful in preparing the final questionnaire, which was sent to the various schools.


Distribution of the Questionnaire — The questionnaire in mimeographed form was mailed on September 20, 1948, to the 130 colleges and universities selected for the survey. It included an explanatory statement and a self-addressed envelope to encourage response. Six weeks later a follow-up double postal card was sent to the colleges and universities which had not replied.

Rating of Items in Questionnaire by Department Heads — Each department head was asked to check the appropriate space under the values — none, little, medium, and maximum. This indicated how much credit could be given to the handbook in fulfilling each of the items listed in the questionnaire. If a check were put in the space under the "none" column for item one, it would mean that the handbook was of no value achieving this objective. A tabulation sheet was kept to tally all the replies as they were received.

Treatment of the Questionnaire Returns — Answers to each item were tabulated separately, and percentages were compiled for each group of colleges and universities to show similarities and differences in the ratings given by the department heads. Tables and bar graphs summarizing the questionnaire returns have been included in this study.

Selection of the Criteria and Method Used in the Analysis of the Handbooks — A preliminary study of forty-seven handbooks was made. Ten handbooks, which were comprehensive in content and which represented five Small and five Large Colleges and Universities from five sections of the country, were selected. A check list was made from these ten handbooks which included two points: (1) All of the titles dealing with any phase of physical education — analyzed with two thoughts in mind. Does one handbook present the entire physical education program of the department? Are
separate handbooks issued on specific phases of the department's offering?

(2) The qualitative and quantitative aspects of their contents.

Each of the forty-seven handbooks was analyzed by checking the table of contents against these criteria.

Treatment of the Handbook Findings — The data was statistically interpreted and evaluated on the basis of the divisions mentioned in 1 and 2 above. The most commonly emphasized phases of physical education material was selected as possible objectives for inclusion in the handbook.

Use of the Questionnaire and Handbook Findings — The findings revealed by the analysis and evaluation of the questionnaire and handbooks were used as guides for writing the handbook.
CHAPTER III

INTERPRETATION OF QUESTIONNAIRE RESULTS
CHAPTER III

INTERPRETATION OF QUESTIONNAIRE RESULTS

The aspects of the preparation of the handbook were grouped into two parts — the interpretation of the questionnaire replies submitted by a selected group of colleges and universities, and the critical analysis of the handbooks issued by the colleges and universities that participated in the survey. The first part of the study, dealing with the questionnaire, will be treated here.

Purpose of the Questionnaire — The purpose of the questionnaire was to determine whether or not the handbook could be used as a tool to educate the students and faculty to an appreciation and support of physical education as an effective means of education and thus an important social agency.

List of Items in Questionnaire — In an attempt to prepare a worthwhile handbook, the writer sent a questionnaire to the department heads of physical education for men of 130 co-education colleges and universities in the forty-eight states and the District of Columbia. All of the schools grant undergraduate degrees in physical education. Each department head was asked to check the items submitted according to whether they considered the handbook of no value, of little value, of medium value, or of maximum value in fulfilling the objectives which are listed on the questionnaire as follows:

(1) Informing incoming freshmen and upperclassmen regarding physical education and athletics.

(2) More interest and enthusiasm shown by students toward physical education and athletics.
(3) More favorable attitude taken by faculty members from other departments toward physical education and athletics.

(4) A closer and more harmonious relationship with alumni.

(5) Selection of physical education as a major by freshmen students.

(6) Selection of physical education as a major by upper-class students.

(7) Selection of courses in physical education by students majoring in other departments.

(8) Increased participation by students in intercollegiate athletics.

(9) Increased participation by students in intramural athletics.

No attempt was made to arrange the items in rank order, but that some were given more attention than others is indicated by the number of department heads who checked certain objectives in the medium columns.

Questionnaires Returned — The response to the survey was encouraging in that a total of 107 replies was received, approximately an 83% return. Of these, ten questionnaires were found to be unchecked — three from the Large Colleges and Universities, and seven from the Small Colleges and Universities — with an attached letter stating that no handbook was issued. These ten were discarded and the remaining 97 questionnaires were used in the study.

The colleges and universities from which returns were received fall into two major classifications as shown on the following page.
Statistical Analysis of the Questionnaires — The information received from the two groups of colleges and universities was classified under bar graphs and tables in terms of 100% of the total replies. The following bar graphs, tables, and discussion present the pertinent points found in the analysis of the questionnaire.

Questionnaire Results from Small Colleges and Universities — A percentage analysis of results from the Small Colleges and Universities is shown in Bar Graph 1 and Table 1 on the following page.

Bar Graph 1. The Value of a Handbook to Small Colleges and Universities. Based on replies Under the Medium and Maximum Columns.
<table>
<thead>
<tr>
<th>List of Objectives</th>
<th>None</th>
<th>Little</th>
<th>Medium</th>
<th>Maximum</th>
<th>Total Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informing incoming freshmen and upperclassmen regarding physical education and athletics.</td>
<td>0.0</td>
<td>3.6</td>
<td>60.0</td>
<td>36.3</td>
<td>55</td>
</tr>
<tr>
<td>2. More interest and enthusiasm shown by students toward physical education and athletics.</td>
<td>3.6</td>
<td>27.2</td>
<td>56.3</td>
<td>12.7</td>
<td>55</td>
</tr>
<tr>
<td>3. More favorable attitude taken by faculty members from other departments toward physical education and athletics.</td>
<td>10.5</td>
<td>49.1</td>
<td>24.5</td>
<td>15.7</td>
<td>57</td>
</tr>
<tr>
<td>4. A closer and more harmonious relationship with alumni.</td>
<td>26.3</td>
<td>47.3</td>
<td>19.2</td>
<td>7.0</td>
<td>57</td>
</tr>
<tr>
<td>5. Selection of physical education as a major by freshmen students.</td>
<td>5.2</td>
<td>40.3</td>
<td>40.3</td>
<td>14.0</td>
<td>57</td>
</tr>
<tr>
<td>6. Selection of physical education as a major by upper-class students.</td>
<td>14.0</td>
<td>47.3</td>
<td>29.8</td>
<td>8.7</td>
<td>57</td>
</tr>
<tr>
<td>7. Selection of courses in physical education by students majoring in other departments.</td>
<td>17.8</td>
<td>35.7</td>
<td>33.9</td>
<td>12.5</td>
<td>56</td>
</tr>
<tr>
<td>8. Increased participation by students in intercollegiate athletics.</td>
<td>14.2</td>
<td>42.8</td>
<td>32.1</td>
<td>10.7</td>
<td>56</td>
</tr>
<tr>
<td>9. Increased participation by students in intramural athletics.</td>
<td>1.7</td>
<td>8.7</td>
<td>35.0</td>
<td>54.3</td>
<td>57</td>
</tr>
</tbody>
</table>
It may be seen from Bar Graph 1 and Table I that there is a favorable reaction on three of the items. The administrators feel that handbooks fulfill these objectives:

1. To inform incoming freshmen and upperclassmen about the department of physical education.
2. To create more interest and enthusiasm among students toward physical education and athletics.
3. To get increased participation by students in intramural activities.

The administrators doubt the value of a handbook in fulfilling objective number 5 — to encourage freshmen students to select physical education as a major course of study.

The administrators feel that the handbook is of little or no value in fulfilling the following objectives:

1. To encourage a more favorable attitude by faculty members from other departments toward physical education and athletics.
2. To maintain a closer and more harmonious relationship with alumni.
3. To induce more upper-class students to select physical education as a major.
4. To induce more students majoring in other departments to select courses in physical education.
5. To get increased participation by students in intercollegiate athletics.

Questionnaire Results from Large Colleges and Universities — The results fall into the same pattern as those of the Small schools. This is shown in Bar Graph 2 and Table II.
Bar Graph 2. The Value of a Handbook to Large Colleges and Universities. Based on Replies Under the Median and Maximum Columns.
<table>
<thead>
<tr>
<th>List of Objectives</th>
<th>None</th>
<th>Little</th>
<th>Medium</th>
<th>Maximum</th>
<th>Total Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informing incoming freshmen and upperclassmen regarding physical education and athletics.</td>
<td>0.0</td>
<td>7.5</td>
<td>37.5</td>
<td>55.0</td>
<td>40</td>
</tr>
<tr>
<td>2. More interest and enthusiasm shown by students toward physical education and athletics.</td>
<td>0.0</td>
<td>17.5</td>
<td>62.5</td>
<td>20.0</td>
<td>40</td>
</tr>
<tr>
<td>3. More favorable attitude taken by faculty members from other departments toward physical education and athletics.</td>
<td>0.0</td>
<td>52.5</td>
<td>37.5</td>
<td>10.0</td>
<td>40</td>
</tr>
<tr>
<td>4. A closer and more harmonious relationship with alumni.</td>
<td>25.6</td>
<td>48.7</td>
<td>25.6</td>
<td>0.0</td>
<td>39</td>
</tr>
<tr>
<td>5. Selection of physical education as a major by freshmen students.</td>
<td>5.0</td>
<td>22.5</td>
<td>62.5</td>
<td>5.0</td>
<td>40</td>
</tr>
<tr>
<td>6. Selection of physical education as a major by upper-class students.</td>
<td>5.0</td>
<td>70.0</td>
<td>25.0</td>
<td>0.0</td>
<td>40</td>
</tr>
<tr>
<td>7. Selection of courses in physical education by students majoring in other departments.</td>
<td>12.8</td>
<td>46.1</td>
<td>41.8</td>
<td>0.0</td>
<td>39</td>
</tr>
<tr>
<td>8. Increased participation by students in intercollegiate athletics.</td>
<td>30.0</td>
<td>42.5</td>
<td>27.5</td>
<td>0.0</td>
<td>40</td>
</tr>
<tr>
<td>9. Increased participation by students in intramural athletics.</td>
<td>7.5</td>
<td>7.5</td>
<td>62.5</td>
<td>22.5</td>
<td>40</td>
</tr>
</tbody>
</table>
These observations are confirmed by the composite picture shown in Bar Graph 3 and Table III.

Questionnaire Results from Both Small and Large Colleges and Universities -- Bar Graph 3 and Table III on the following page show a composite picture of results from the two groups of colleges and Universities.

<table>
<thead>
<tr>
<th>List of Objectives</th>
<th>None</th>
<th>Little</th>
<th>Medium</th>
<th>Maximum</th>
<th>Total Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informing incoming freshmen and upperclassmen regarding physical education and athletics.</td>
<td>0.0</td>
<td>5.2</td>
<td>50.5</td>
<td>44.2</td>
<td>95</td>
</tr>
<tr>
<td>2. More interest and enthusiasm shown by students toward physical education and athletics.</td>
<td>2.1</td>
<td>23.1</td>
<td>58.9</td>
<td>15.7</td>
<td>95</td>
</tr>
<tr>
<td>3. More favorable attitude taken by faculty members from other departments toward physical education and athletics.</td>
<td>6.1</td>
<td>50.5</td>
<td>29.9</td>
<td>13.4</td>
<td>97</td>
</tr>
<tr>
<td>4. A closer and more harmonious relationship with alumni.</td>
<td>26.0</td>
<td>47.9</td>
<td>21.9</td>
<td>4.1</td>
<td>96</td>
</tr>
<tr>
<td>5. Selection of physical education as a major by freshmen students.</td>
<td>5.1</td>
<td>32.9</td>
<td>51.5</td>
<td>10.3</td>
<td>97</td>
</tr>
<tr>
<td>6. Selection of physical education as a major by upper-class students.</td>
<td>10.3</td>
<td>56.7</td>
<td>27.8</td>
<td>5.1</td>
<td>97</td>
</tr>
<tr>
<td>7. Selection of courses in physical education by students majoring in other departments.</td>
<td>15.7</td>
<td>40.0</td>
<td>36.8</td>
<td>7.3</td>
<td>95</td>
</tr>
<tr>
<td>8. Increased participation by students in intercollegiate athletics.</td>
<td>20.8</td>
<td>42.7</td>
<td>30.2</td>
<td>6.2</td>
<td>96</td>
</tr>
<tr>
<td>9. Increased participation by students in intramural athletics.</td>
<td>4.1</td>
<td>8.2</td>
<td>46.3</td>
<td>41.2</td>
<td>97</td>
</tr>
</tbody>
</table>
General Conclusions — (1) Agreement on the items is greater among the administrators from the Large Colleges and Universities; (2) Disagreement on the items is sharper among the administrators from the Large Colleges and Universities; (3) Among Small Colleges and Universities there is less agreement and disagreement on the items.
CHAPTER IV

A STUDY OF THE AMOUNTS AND TYPES OF

PHYSICAL EDUCATION MATERIAL FOUND

IN HANDBOOKS
CHAPTER IV

A STUDY OF THE AMOUNT AND TYPE OF PHYSICAL EDUCATION MATERIAL FOUND IN HANDBOOKS

The second part of the main study is devoted to an analysis of the handbooks.

Purpose of the Analysis — The purpose of this part of the study was to get a true picture of the handbooks from the qualitative and quantitative aspects of their contents.

List of Criteria for Analysis of the Handbooks — A check list was established from a preliminary study made of ten handbooks, selected from a total of forty-seven, which were comprehensive in content and which represented five Small and five Large Colleges and Universities from the following sections of the country: Northeast, Southeast, Midwest, Northwest, and Far West. The topics selected represent phases of physical education material that are found in at least two handbooks. A topic was discarded if less than two handbooks presented it. The subject-matter groupings were as follows:

(1) Aims of physical education.
(2) Athletic honoraries.
(3) Graduate work in physical education.
(4) History of the department or school of physical education.
(5) Intercollegiate athletics.
(6) Intramural athletics.
(7) Members of the physical education staff.
(8) Method of application for admission to the college or university.
(9) Opportunities for employment in physical education.
(10) Physical education buildings and grounds.
(11) Professional (four year) courses in physical education.
(12) Service (required) physical education program.
(13) Student health service.
(14) Summer school offering in physical education.
(15) Organization of the department of physical education.

Each of the forty-seven handbooks was analyzed by checking it against the foregoing criteria.

Handbooks Submitted by Colleges and Universities — Handbooks were received from forty-seven colleges and universities. Forty-five directors stated they did not issue any and the remaining thirty-eight failed to reply one way or the other. The handbooks fall into the following classifications:

Handbooks Received

Small Colleges and Universities
(having student enrollments from 500-3500 and football and basketball teams that are comparable in quality to teams at the University of Massachusetts.) 19

Large Colleges and Universities
(having student enrollments above 3500 and football or basketball teams that are comparable in quality to teams at the University of Michigan.) 28

Grand Total 47

Statistical Analysis of the Handbooks — The results, statistically treated for the two groups of colleges and universities, show the comparison in number and percentage of all analyzed handbooks presenting each
topic in subject-matter content. The following bar graphs, table, and discussion summarize the findings.

Comparison of Handbooks of Both Groups of Colleges and Universities — Bar Graphs 4 and 5 show the percentage of handbooks from Small and Large Colleges and Universities containing each of the topics in the table of contents. Table IV shows the same results with respect to the frequency of occurrence in numbers as well as in percentage.

Bar Graph 4. The Percentage of Handbooks from Small Colleges and Universities Containing Each of the Topics in the Table of Contents.
Bar Graph 5. The Percentage of Handbooks from Large Colleges and Universities Containing Each of the Topics in the Table of Contents.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Handbooks From Small Colleges and Universities</th>
<th>Handbooks From Large Colleges and Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aims of physical education.</td>
<td>8 (42.1)</td>
<td>19 (67.8)</td>
</tr>
<tr>
<td>2. Athletic honoraries.</td>
<td>2 (10.5)</td>
<td>5 (17.8)</td>
</tr>
<tr>
<td>3. Graduate work in physical education.</td>
<td>2 (10.5)</td>
<td>5 (17.8)</td>
</tr>
<tr>
<td>4. History of the department of physical education.</td>
<td>3 (15.7)</td>
<td>2 (7.1)</td>
</tr>
<tr>
<td>5. Intercollegiate athletics.</td>
<td>11 (57.8)</td>
<td>12 (42.8)</td>
</tr>
<tr>
<td>6. Intramural athletics.</td>
<td>18 (94.7)</td>
<td>27 (96.4)</td>
</tr>
<tr>
<td>7. Members of the physical education staff.</td>
<td>6 (31.5)</td>
<td>20 (71.4)</td>
</tr>
<tr>
<td>8. Method of application for admission.</td>
<td>2 (10.5)</td>
<td>4 (14.2)</td>
</tr>
<tr>
<td>9. Opportunities for employment in physical education.</td>
<td>2 (10.5)</td>
<td>4 (14.2)</td>
</tr>
<tr>
<td>10. Physical education buildings and grounds.</td>
<td>5 (26.3)</td>
<td>12 (42.8)</td>
</tr>
<tr>
<td>11. Four year courses in physical education.</td>
<td>5 (26.3)</td>
<td>13 (48.4)</td>
</tr>
<tr>
<td>12. Required physical education program.</td>
<td>3 (15.7)</td>
<td>11 (39.2)</td>
</tr>
<tr>
<td>13. Student health service.</td>
<td>2 (10.5)</td>
<td>12 (42.8)</td>
</tr>
<tr>
<td>14. Summer school offering in physical education.</td>
<td>3 (15.7)</td>
<td>2 (7.1)</td>
</tr>
<tr>
<td>15. Organization of the department.</td>
<td>2 (10.5)</td>
<td>6 (21.4)</td>
</tr>
</tbody>
</table>
Results of Handbook Analysis of Small Colleges and Universities -- It is surprising to note from Bar Graph 4 and Table IV that only two topics were mentioned in 50 per cent or more of the nineteen handbooks - topics 5 and 6. Intramurals far surpassed all the other topics listed in the table of contents - eighteen handbooks devoting page space here. This was followed by intercollegiate athletics with eleven handbooks containing this topic. The aims of physical education was third with eight handbooks having this subject-matter grouping. The topics which ranked the lowest - less than three handbooks mentioning them - were those on athletics honors, graduate work in physical education, method of application for admission to the college or university, opportunities for employment in physical education, student health service, and the organization of the department of physical education.

Results of Handbook Analysis of Large Colleges and Universities -- The results did not follow the same pattern as those of the small colleges and universities. Bar Graph 5 and Table IV show that three of the fifteen topics were included in the table of contents of 50 per cent or more of the handbooks - topics 1, 6, and 7. Intramurals ranked first with twenty-seven handbooks represented here. The members of the physical education staff came second - twenty handbooks falling here, followed by the topic of the aims of physical education with 19 handbooks devoting page space to it. The topics which ranked lowest - less than three handbooks mentioning them - were those on the history of the department of physical education, and the summer school offerings in physical education.

General Conclusions Pertaining to the Forgoing Results -- (1) The handbooks from the Large Colleges and Universities differed sharply with
regard to the number of topics listed in the table of contents; (2) Twelve of the fifteen topics were mentioned by a greater percentage of the handbooks from the Large Colleges and Universities:

- Aims of physical education.
- Athletic honoraries.
- Graduate work in physical education.
- Intramural athletics.
- Members of the physical education staff.
- Method of application for admission to the college or university.
- Opportunities for employment in physical education.
- Physical education buildings and grounds.
- Professional (four year) courses in physical education.
- Service (required) physical education program.
- Student health service.

Organization of the department of physical education.

(3) The handbooks from the Small Colleges and Universities were more uniform with regard to the number of topics listed in the table of contents; (4) Three topics were mentioned by a greater percentage of the handbooks from the Small Colleges and Universities:

- History of the department or school of physical education.
- Intercollegiate athletics.
- Summer school offering in physical education.

**Supplementary Findings on Certain Aspects of the Analysis of All the Handbooks** — Certain data did not lend itself for inclusion under tables and bar graphs. This pertinent information is reported in the following discussions.
Aims of Physical Education Today — Diversification of the aims of physical education was characteristic of the presentation in the handbooks from the Small and Large Colleges and Universities. The aims were grouped around four points: (1) To provide facilities and supervision in physical education activities to meet needs of the students in school; (2) To provide a program of natural physical activities which will enable the students to maintain or improve their health status; (3) To teach certain activities that may serve as healthful and satisfying leisure time pursuits after leaving college; (4) To imply that physical education contributes to the development of good citizenship.

Organization and Presentation of the Subject Matter — Two general plans of presentation of the material were used by the colleges and universities. The selection of form rested with individual schools and much similarity was found; it appeared that each school wrote to meet situations as it viewed them. The following plans were used:

(1) The presentation of the material in a formal style with emphasis on rules and regulations pertaining to various aspects of the department's offerings.

(2) The presentation of the material in an informal style against an interpretative background of ideals sought through physical education and the reader's place in such a program.

Seven of the twenty-eight handbooks from the Large Colleges and Universities used plan number 2, as against only one of the nineteen handbooks from the Small Colleges and Universities. The remaining handbooks from both groups of schools followed plan number 1.

Visual Aids — The analysis has revealed that pictorial aids were
used in the handbooks. Preference for certain topical subject matter in which visual aids were inserted was noted. Fourteen handbooks from the Large Schools had pictorial aids concerning the following:

1. Intercollegiate and Intramural Sports — in eight handbooks — includes individual and team pictures.
2. Buildings and Grounds — in eight handbooks — includes academic and athletic.
3. Members of the Staff — in three handbooks — includes teaching and coaching staff.
4. Awards — in three handbooks — includes pictures of medals and trophies given to intercollegiate and intramural teams.

Only three handbooks from the Small Schools had pictorial aids. All three had pictures on items 1, 2, and 3 above.

Scope of the Handbooks — The handbooks may be broken down into two kinds with respect to the completeness of the material presented, regarding the offerings of the department of physical education. Eight handbooks from the Small Schools were on intramurals only and eleven appeared to cover all the phases of physical education. Twelve of the handbooks from the Large Schools were on intramurals alone, and sixteen contained subject-matter comprising the entire offerings of the department.

Mechanical Construction — Economy in the printing of the handbooks appears to be a major problem of the departments of physical education — thereby, attractiveness has been sacrificed. A cheap quality of paper was used in many which made the print of some handbooks difficult to read. Some were printed on regular 8½ x 11 inch onionskin paper with no provision made for a decorated cover to enclose the contents. The size of the handbook varied from 3 x 5 to 9 x 12 inches. The average size was 6 x 9 inches.
CHAPTER V

RESTATEMENT OF PROBLEM, SUMMARY OF THE PROCEDURE,

AND CONCLUSIONS
STATEMENT OF PROBLEM, SUMMARY OF THE PROCEDURE, AND CONCLUSIONS

Statement of the Problem — It was the purpose of this study:

(1) To find out how many of a selected group of colleges and universities issued printed material in handbook form on physical education and athletics.

(2) To determine from the administrator's point of view the value of a handbook to a department of physical education for men as revealed through a questionnaire study.

(3) To make a critical analysis and evaluation of the handbooks received from colleges and universities taking part in the study.

(4) To write a handbook, using the findings under 1, 2, and 3, for probable presentation to all students and teachers at the University of Massachusetts.

Summary of the Procedure Used in This Study — The first two aspects of the problem — items 1 and 2 above — involved a questionnaire sent to the department heads of physical education for men of a selected group of colleges and universities in the forty-eight states and the District of Columbia. With regard to item 2, each department head checked an appropriate space under the values listed in the questionnaire — none, little, medium, and maximum. This indicated how much credit could be given to the handbook in fulfilling each of the objectives listed in the questionnaire. A composite score was determined for each objective from the rating assigned by the administrators.

The third aspect of the problem — item 3 above — consisted of a critical study of the handbooks. Certain criteria were formulated as bases for the analysis.
The results from the questionnaire study and the handbook analysis were used as guides for writing the handbook — item 4 on the preceding page.

Conclusions — Even before undertaking this study it was realized that it would probably be exceedingly difficult to define any guides for the different aspects of handbook construction, organization, and presentation of subject matter.

However, the findings might be enlarged upon to meet a wider range of conditions. Revised and be made available under such circumstances, they might be of value in encouraging the provision of minimum essentials for handbooks issued by colleges and universities.

On the basis of the data obtained from this study, the following conclusions are drawn:

1. Forty-seven or 36% of the colleges and universities taking part in the study issue handbooks on physical education.

2. Forty-five or 35% of the colleges and universities taking part in the study do not issue handbooks on physical education.

3. It might be assumed that the remaining thirty-eight or 29% of the colleges and universities not replying do not issue handbooks.

4. The department heads from both groups of schools feel that the handbook is of value in fulfilling the following objectives only:
   a. Informing incoming freshmen and upperclassmen regarding physical education and athletics.
   b. Creating more interest and enthusiasm among students toward physical education and athletics.
   c. Getting more students to participate in intramural athletics.

5. The department heads from the Large Colleges and
Universities consider the handbook to be of more value to a department of physical education for men than do the department heads from the Small Colleges and Universities.

(6) The handbooks from the Large Colleges and Universities devoted page space to a greater number of the items listed.

(7) Diversification of the aims of physical education was characteristic of the presentation in the handbooks from the Small Colleges and Universities.

(8) On the whole, the subject matter was presented in a formal style with emphasis on rules and regulations pertaining to various aspects of the department's offerings.

(9) Approximately 58% of the handbooks from both Small and Large Colleges and Universities appeared to contain subject matter comprising the entire offerings of the department of physical education.

(10) Approximately 50% of the handbooks from the Large Colleges and Universities contained pictorial aids.

(11) Approximately 16% of the handbooks from the Small Colleges and Universities contained pictorial aids.

(12) No uniformity was shown in the mechanical construction of the handbooks.

(13) Much improvement is needed in the handbooks with regard to the factors of print size, interlinear space, line length, and quality of paper, as well as attractiveness of bindings.

(14) The organization of the handbooks seems to indicate that some thought is given to the integration of physical education into the college and university curriculum.
CHAPTER VI

CRITIQUE OF THE STUDY
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CRITIQUE OF THE STUDY

Limitations of the Study — The principal weaknesses or limitations of this study are thought to be these:

(1) Many department heads answered the questionnaire even though a handbook was not issued. Their opinions are questionable. A comparison of the results obtained with those from the same questionnaire sent to these individuals again would prove interesting from a reliability standpoint.

(2) The items on the questionnaire were too limited in number. Provision was not made for the inclusion of such pertinent points as:

a. Who receives the handbook?

b. How often do these individuals listed under (a) receive the handbook?

c. How long, in number of years, has the handbook been issued by the department?

d. If issued, how frequently is the handbook revised?

e. If the school doesn’t issue a handbook currently, did it ever?

f. If the answer to (e) is yes, why was it discontinued?

(3) The questionnaire replies of the administrators from schools issuing handbooks were probably based on the type of handbook issued by their departments. If a model handbook had been sent to these individuals, the results might have been different.

Values of the Study — The values of this study are thought to be these:

(1) A review of literature indicated that no studies had been directed toward this area.

(2) The sampling was adequate - 75% of the colleges and
universities returned the questionnaires.

(3) The technique used in the study was adequate.

(4) A good cross-section of handbooks representing Small and Large Colleges and Universities was obtained.

(5) The department heads of both groups of schools were interested in the study as indicated by the number of questionnaires returned and by their requests for copies of the findings.
APPENDICES

A. SELECTION OF GUIDES TO FOLLOW IN WRITING THE HANDBOOK

B. THE HANDBOOK

C. SUPPLEMENTARY TABLES OF QUESTIONNAIRE DATA

D. LETTER OF TRANSMITTAL

E. QUESTIONNAIRE

F. FOLLOW-UP DOUBLE POSTAL CARD
APPENDIX A

SELECTION OF GUIDES TO FOLLOW IN WRITING THE HANDBOOK

Although the study has not given the investigator too much help in setting up the handbook, this negative result is important in that it points out a neglect in the field and is the starting point of the handbook.

Guides Followed From the Results of the Study — The results of the study indicate that a handbook should be directed toward the following areas:

(1) To inform the student body in a general way about physical education and athletics.

(2) To create more interest and enthusiasm among students toward physical education and athletics.

(3) To induce more students to participate in intramural athletics.

(4) To integrate the physical education program into the college curriculum.

Additional Guides — The shortcomings shown in the handbook analysis indicates that provision should be made for inclusion of the following guides if the foregoing objectives are to be fulfilled:

(1) Attractiveness of format and binding.

(2) Advantageous factors of legible print size, interlinear space, line length, and quality of paper.

(3) Indirectly imply that physical education is a social institution which cannot be divorced from its social setting.

(4) Try to convey the thought that the first step in understanding the physical education problems in our colleges and universities
is to orient them in relation to the whole pattern of the school environment.

(5) Stress the point that physical education is the concern of the entire school.

(6) The presentation of all the material in an informal style against an interpretative background of ideals sought through physical education and the reader's place in such a program.
"The important thing is not the victory but the fight: the essential thing is not to have won, but to have fought well."\(^1\)

\(^{1}\) Olympic Games, 1948
This handbook has been planned and written to aid in the orientation of those students who have decided to specialize in the Physical Education Curriculum, those who have not made up their minds about a major course of study, and the student body in general.
HISTORY OF PHYSICAL EDUCATION AT THE UNIVERSITY

A program was first established here in 1909. Professor Hicks, Director of Athletics, came to the University to take charge of this work in 1911. Part of the Drill Hall, built in 1884, was made available for use in carrying out a physical education program and various campus fields were used for recreation although most of them were quite unsuited. The field between South College and the Drill Hall was Varsity Field until 1915. The extreme inadequacy of facilities for carrying on a reasonable program was recognized from the start and early steps were taken by the alumni under the leadership of Professor Hicks to provide an athletic field. As a result of these efforts "Alumni Field" was completed in 1915, the gift of students, alumni and friends. Alumni, trustees and others then talked of plans for securing an adequate building and steps in this direction were taken.

Construction of the building was begun in June, 1930. It was completed and officially accepted in May of the year 1931. The building offers to students and faculty of this University facilities for recreational and health building activities. Provision has been made for inclusion of all the agencies having to do with health examinations and corrective exercises, general recreation, athletics and teacher-coaching training courses. The attractive and popular swimming pool is thirty feet by seventy-five feet. The dirt floor cage, one hundred fifty feet by one hundred eighty feet, contains a running track, ten laps per mile, a basketball floor with seating for 2,500 spectators and space for three other sections to be used by recreational classes during the winter months. In the spring, the basketball floor is removed and a baseball
infield is thus available.

In other sections of the building, hygienic and adequate dressing rooms and locker rooms are provided. There is an attractive trophy room and library and the necessary office space.

The building serves as the center of a complete indoor and outdoor program for the entire college year, which includes general recreation for the whole student body and faculty as well as facilities for athletics, for corrective exercise for those who need special treatment, for the required physical education activity program, and for intramurals.
Where does Health and Safety, Physical Education, Physical Recreation and Athletics stand in the whole field of General Education?

Health is at the top of the list of the Cardinal principles of Education.

Health and Physical Education are now accredited courses. They are part of any curriculum and are not extra-curricular.

The American Way of Life -- life in this Democracy -- life in this social order -- and life in a world wrought with various pressures of war-peace and the vaunted "isms", demands the best from men and women in order that "This Life" may be a more complete and happy one. Physical Education holds a unique position in General Education, for in its laboratories of the play field, the gymnasium and pools, the lessons of democratic living are best taught and learned.

Where are you Headed???

The fields of Health and Safety, Physical Education, Physical Recreation and Coaching are some of the broadest phases of all general education. Upon obtaining your degree many fields of opportunity are open to you. Where you are headed depends upon you and your interests -- get on the track now.

What if you are not fitted to become a member of the profession of Physical Education? It is not too remote a possibility that you aren't; your instructors and advisors will help you to find the answer to this question early. Because of the broadness and great scope of this field you will be required to show many interests and skills and if you cannot fill the bill do not feel too badly for the order is a large one and only the best fitted will be happy in this type of work.
I. Public School Work?
   A. Instructor in Health or Physical Education.
   B. Classroom Teacher.
   C. Coach of Interscholastic teams.
   D. Intramural work.
   E. Eventually a supervisor or director.

II. Recreation Work?
   A. Community recreation or camp work in the summer time.
   B. City - County or State Recreation work.
   C. Industrial Recreation.
   D. Pool and Waterfront teaching and Directing.

III. Big Time Coach?

   You'll need a lot of luck, but it is not entirely out of reach — but ------ let's face reality, too!!!!

IV. Something Else Then?

   Physiotherapy (special courses are being offered in various colleges and universities), Industrial and Community Hygiene, Personnel Work. The Federal Government may need you in the Army, Navy, V.A. or in other areas, for the Government is on the top of the heap in boosting Health Education, Physical Education, and Recreation.

V. Safety Education?

   A relatively new area, but one that is growing and taking on greater importance rapidly. Positions with the American Red Cross are open for good men.

YOUR COURSE OF STUDY

The program that you will attempt to master here at the University of
Massachusetts has been carefully set up to provide you with the best undergraduate background possible. Do not take any course lightly — each and every one of them is a MUST on your learning list.

I. Physical Education Activities.

The Activities will include every sport that you will need to know in order to have a complete and basic background in all sports. Buckle down in the Activities — they are the foundation for all teaching and coaching.

A. Skills — Don't be a DUB, be a PRO.
B. Methods and Class Procedures are learned here.
C. Hygiene of the Activity is included.

II. Allied Courses.

These courses are commonly referred to as the "Theory" courses and include such as "Special Methods", "Organized Camping Techniques", "Organization and Administration".

Practicability is preceded by theory — don't spend all your time looking for the so-called practical — develop your theory techniques with these courses.

III. The Required Sciences.

The teaching of Health and Safety, Physical Education, Physical Recreation, and Coaching are some of the Applied Sciences. You need a great deal of study in the Biological Sciences to enable you to have a better understanding of the boys and girls with whom you will be working. Health and Physical Education are rooted in the Biological Aspects of man — so-o-o-o-o — take your Chemistry, Mathematics, Zoology, Anatomy, Kinesiology, Bacteriology, Physiology and
Psychology, Music and Art with a great deal of zest and effort.

A WORD TO THE WISE

Study -- Nothing can take the place of preparation for your daily classes. Don't be lulled into a "lackadaisical" mood. Your own money, your parents' money, or Uncle Sam's money, is bet on you -- don't be a failure.

"Two or three hours of study for each hour of recitation."

THE LIBRARY FACILITIES SHOULD BE USED FOR STUDY PURPOSES.

Your Personal Health -- You are expected to be and you need to be on the job every day. Regular class attendance is vital to your success as a student. Be 100% in attendance. Therefore -- get in shape and stay in shape. Get plenty of sleep and rest -- eat properly and practice scientific health habits.

Personal Qualities.

a. Personal neatness -- well-groomed is the word.

b. Watch your conduct -- be gentlemen -- treat each other as gentlemen.

c. Be a Loyal Redman -- don't live out of your suitcase or ditty bag -- stick around on the weekends and get in on the Campus Activities.

VARSITY SPORTS

See the coach in charge of each sport IMMEDIATELY. An early start will help to insure you a place on "The Team". Be a Redman -- Yeah -- Redmen!

The University is represented in intercollegiate competition in the
following sports:

Football
Basketball
Baseball
Soccer
Cross-country
Track
Hockey
Tennis
Swimming

While not "big-time", the teams always make a creditable showing on the field.

New students who haven't yet decided in what field to major will do well to come here for an individual, in many cases, can readily change from one curriculum to another, or even from one school to another, as both freshmen and sophomores.

Agriculture, Animal Husbandry, Dairy, Engineering, Horticulture, Wildlife Management, Education, Economics, Fine Arts, Military Science, Chemistry, and Physical Education are some of the fields open to new students at the University of Massachusetts.

THE REQUIRED PHYSICAL EDUCATION ACTIVITY PROGRAM FOR FRESHMEN AND SOPHOMORES

DEPARTMENT OF PHYSICAL EDUCATION FOR MEN
UNIVERSITY OF MASSACHUSETTS

AIMS

First, to help every man student meet reasonable minimum standards of physical fitness and through regularity and continuity of physical
exercise to maintain good physical condition.

Second, to improve one's health by encouraging personal participation in wholesome big-muscle activity.

Third, to teach many individual skills in a variety of activities for immediate use while growing.

Fourth, to offer a wide variety of activities of carry-over value for recreation during middle life.

Fifth, to acquire the habit of devoting ten to fifteen minutes a day in a few well-selected exercises to fulfill a man's need for a stronger body in these days, in much the same routine that enables people to brush their hair and clean their teeth without making elaborate plans to do so.

Sixth, to establish a feeling of enjoyment and pleasure during participation in all aspects of the program.

Seventh, to encourage every student to elect activity courses during the junior and senior years with the purpose of gaining further skill in activities and developing physical fitness.

**GENERAL REQUIREMENT**

Each undergraduate student is required to take Physical Education Activity Courses No. 3 and No. 4 during the freshman year and Courses No. 33 and No. 34 during the sophomore year.

**THE TESTING PROGRAM**

1. Physical Fitness Test - The physical fitness test is given each student at the beginning of the first semester of the freshman year, and once a semester thereafter. The test is a battery of three items: Sit-ups, 300 yard shuttle run, and Chin-ups. The student's standing on these
tests is determined by his performance on the whole battery and not on any particular skill. The scores obtained from each skill are converted to T-scores which determines the student's classification and freedom of election of activities.

2. American Red Cross Beginners Swimming Test - A student not passing the swimming test will receive instruction twice a week until he is able to pass the test — someday, this instruction may prevent the loss of a life.

THE PROGRAM

The program consists of: calisthenics, combatives, folk and square dancing, gymnastics, group games, obstacle course, running, sport skills, and team sports.

Students who pass the physical fitness test with a T-score placing them in the C class will be assigned to the Basic Program — don't let yourself get in a rut.

Students who pass the physical fitness test with a T-score placing them in the B class are eligible to more freedom in the choice of activities.

Students who pass the physical fitness test with a T-score placing them in the A class are eligible to enter the elective program. Here, the student may participate in intramural athletics or select his own time for physical recreation — let's be A students.

Students in the A class must keep their A standings to be eligible for free election of program. If a student does not maintain his standing, he will return to the program as indicated by his T-score. In any event, he must take the physical fitness test at the beginning of each
Those in the lower classes who raise their classifications will be allowed the privileges of that class.

**Schedule**

The student will elect five hours of physical education activity after he has scheduled his academic courses.

The Department offers classes in five sections at 8, 9, 10, 11 A.M., and 1 P.M., Monday through Friday and 8 A.M. Saturday morning.

**Intercollegiate Athletic Participation**

A student who is a member or manager of a freshman or varsity team sport may substitute this participation for his activity requirement during the season of that sport.

All students, at the end of the particular sport season, must report to the office immediately for assignment to an activity class.

If a student is cut from a team, he should report this change to the office at once and be assigned to an activity class.

**Attendance**

Absences will be handled in accordance with the regulations issued by the Dean's Office.

The only excuses for absences accepted will be those issued by the University Health Service and Dean's Office.

Following any medical excuse, the student shall confer with the University Physician for re-admittance to his former activity or a substitute one as recommended.

**Grading System**

The student's final grade is arrived at by averaging the marks obtained in the following:
a. Physical fitness test
b. Attendance
c. Effort
d. Improvement
e. Attitude
f. Cooperation
g. Final examination

PHYSICAL EXAMINATION

Each student is given a physical examination which determines his physical fitness to participate in the activity program. Students with physical disabilities are assigned to the "Adaptive Program" prescribed by the University Physician and supervised by the Department of Physical Education. A student in the "Adaptive Program", i.e., corrective, may be transferred to a regular program upon recommendation of his instructor and approval of the University Physician.

CLOTHING

Each student is supplied with regulation clothing; namely, "T"-shirt, white trunks, sweat shirt, athletic supporter and socks, which are obtained from the supply room in the south end of the Physical Education Building.

Each student provides himself with rubber soled gymnasium shoes.

A schedule on the bulletin board outside the supply room will show the day on which clothing will be changed.

BASKET TICKET

Each student is required to obtain a basket ticket. It is obtained at the Treasurer's Office after the student has paid his bills for the semester, and has his card signed by the treasurer. The ticket entitles
the student to the use of the basket and towel service.

New basket tickets are issued every semester.

At the end of the school year, each student returns his clothing to the supply room.

**LOCKER ROOM PROCEDURE**

The locker room, which is located downstairs in the south end of the building, is used by all students taking the activity course.

When dressing for class, each student gets his basket and towel and takes a nearby empty locker. He places his street clothes and empty basket in the locker and locks it with the padlock and keeps the key. After dismissal from class the student returns to his locker, takes off his clothing, locks it in the locker, and takes the required shower. After taking the shower, he returns to his locker, places his clothing in the basket, and takes the basket and wet towel to the basket room. Make sure the lock and key is attached to the basket.

The University is not responsible for anything left in the locker room.

**INTRAMURALS**

Sports in season will be offered on a highly competitive basis. Get on a team — better still, organize a team. Hurrah for our side — who is ahead!

The aim of intramural sports is to afford the opportunity for every student in the University to build up a repertoire of wholesome recreational habits through athletic competition. The byword is — "Recreational Activity for All."

A small percentage of the students constitutes the varsity squad in any one sport; nevertheless, the opportunity for the less skilled student
to get in the game is presented through the medium of intramural sports.

Each competitor is urged to acquaint himself with the program and make an effort to compete in at least one sport during the year. The program is presented for the purpose of supplying the student with enjoyable physical recreation.

The program includes touch football, soccer, basketball, volleyball, track, and softball. Bowling might be included in the very near future. There are few men on the campus who are unable to find their favorite sports pastime from among this selection of activities. To give some indication of the interest in the intramural program, 710 students are currently served by the Department of Physical Education for Men.

So, leave room in your schedule for at least two hours of active recreation. Four or five would be better. Not only will such participation bring vim and vigor to your present college tasks, but it will afford you natural opportunity to widen your acquaintance on the campus.

ELIGIBILITY

It must be kept in mind that the primary objective of the athletic program is to afford competition for those men who are unable to make varsity teams. Varsity athletics care for the skilled men while intramurals meet the needs of those who are less skilled.

Men who are on varsity squads during any one of the three terms (fall, winter, or spring) or have been awarded a varsity "M" will be ineligible for competition on any intramural team for that term.

These squad men are receiving an opportunity for physical activity and if they are permitted to compete in intramurals they will be depriving the less skilled man of his only opportunity for such activity which is offered
him through the medium of intramural sports.

**DEFINITION**

A varsity squad will be those men who have survived the varsity cuts and whose names appear on the attendance record book of that particular sport.

**FALL TERM**

Touch football
Soccer

All active members and pledges of fraternities and dormitories are eligible for competition with the exception of:

1. Those men whose names appear on the attendance record of the varsity football and soccer team during the current season, or
2. Those who have been awarded a varsity "M" in varsity football or soccer.

**WINTER TERM**

Basketball
Volleyball

All active members and pledges of fraternities and dormitories are eligible for competition with the exception of:

1. Those whose names appear on the attendance record of the varsity basketball, swimming, and winter track teams during the current year, or
2. Those who have ever been awarded a varsity "M" in basketball.

**SPRING TERM**

Track

All active members and pledges of fraternities and dormitories
are eligible with the exception of:

1. Those whose names appear on the attendance records of the previous spring varsity track, the current varsity winter track, and varsity baseball, or

2. Those who have been awarded a varsity "M" in track or winter track.

Softball

All active members and pledges of fraternities and dormitories are eligible with the exception of:

1. Those whose names appear on the attendance records of the varsity baseball and varsity spring track during the current season, or

2. Those who have been awarded a varsity "M" in baseball.

NOTE

All varsity squad members, declared ineligible for intramural athletics, shall automatically contribute one point to their fraternity or dormitory total score for that particular season.

1. Men who have been dropped from a varsity squad because of scholastic ineligibility shall not be allowed to compete in any intramural activities for that term.

2. Any man dropped from a varsity squad for infractions of rules will not be eligible for intramural athletics for the term.

3. Any team using an ineligible man will automatically forfeit the game or event.

4. There will be no postponed games without the sanction of the Director of Intramural Athletics.

5. A man may compete in only one sport per night.
6. Any team not ready to play within five minutes of the time scheduled shall forfeit the game to the opponents. If both teams fail to appear both shall be given a loss and no such game shall be re-scheduled.

PROTESTS

Voted: The intramural council shall establish a protest board. This board shall consist of the Director of Intramural Athletics and two neutral members of the council appointed by the President. The duty of the board is to review all protests arising from intramural athletic competition.

To enter a protest, a brief written account of the incident must be submitted to the Director of Intramural Athletics. This may be done by any team or teams in question.

The board will then set a time for the hearing, when both sides may state their case. All decisions of the board will be made in writing, and copies will be submitted to interested parties. A permanent file of these decisions and protests to be kept in the intramural office.

ON YOUR OWN

This little booklet has been designed to give you some inside dope; we hope it has enlightened you — not frightened you and it has had little opportunity to brighten you —

YOU ARE ON YOUR OWN (we’re gonna help a little). Mom has untied the apron strings and Pop is glad the college has taken over the job of feeding you — so dig in man — Work Hard — Play Hard — Get to know the Gang — Get to know the Faculty — HURRAH FOR YOUR SIDE — GO AFTER THAT SHEEPSKIN.
Charley O'Rourke, former football star at Boston College and now with the Baltimore Colts professional team, says, "My oldest boy — he's five — is crazy about sports. I'm teaching him to throw a football, and his mother gets wild because we play baseball in the living room. I'm making sure of one thing, tho. When he's growing up, I can go down to the athletic field and pick him up, I won't be looking for him on street corners."
### APPENDIX C

**SUPPLEMENTARY TABLES OF QUESTIONNAIRE DATA**

**TABLE I**

Value of Handbook in Informing Freshmen and Upperclassmen About the Department of Physical Education.

<table>
<thead>
<tr>
<th>Relative Value</th>
<th>Schools (enrollment above 3500)</th>
<th>Schools (enrollment 500-3500)</th>
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Total Replies 40 55

**TABLE II**


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Total Replies 40 55
### TABLE III

Value of Handbook in Getting a More Favorable Attitude of Faculty Members From Other Departments Toward Physical Education and Athletics.

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### TABLE IV


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TABLE V
Value of Handbook in Inducing Freshmen Students to Select Physical Education as a Major Course of Study.

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Total Replies 40 57

TABLE VI
Value of Handbook in Inducing Upperclass Students to Select Physical Education as a Major Course of Study.

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Total Replies 40 57
TABLE VII
Value of Handbook in Inducing Students Majoring in Other Departments to Select Courses in Physical Education.

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TABLE VIII
Value of Handbook in Getting More Students to Participate in Intercollegiate Athletics.

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### TABLE IX

Value of Handbook in Getting More Students to Participate in Intramural Activities.

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LETTER OF TRANSMITTAL

University of Massachusetts
Amherst, Massachusetts
September 20, 1948

Dear Sir:

I am in the process of writing up a handbook about the Department of Physical Education at the University of Massachusetts in partial fulfillment of the requirements for a graduate degree.

In order to do a worthwhile job, I am making an analysis and evaluation of the handbooks offered by certain selected colleges and universities in the United States.

Will you kindly send me your handbook and answer the questionnaire (or direct it to the proper person for answering), and return it at your earliest convenience?

The study is scheduled to be completed by November. I shall be grateful for your prompt response.

A self-addressed envelope is enclosed for your convenience in returning the questionnaire.

I should like to thank you in advance for your cooperation.

Very truly yours,

Stanley T. Salwak
Stanley T. Salwak, Instructor
of Physical Education

SFS:is
Encls.
## APPENDIX B

### QUESTIONNAIRE

Person Reporting: 

Title: 

Institution: 

The purpose of this questionnaire is to determine how valuable a handbook is to a department of physical education aside from being just a mere compilation of material for general information.

**Directions:** Please indicate how much credit you think could be given to the handbook in fulfilling each of the following items by checking the appropriate space.

<table>
<thead>
<tr>
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<th>MEDIUM</th>
<th>MAXIMUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orienting incoming freshmen and upper-classmen about the department of physical education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. More interest and enthusiasm shown by students toward physical education and athletics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. More favorable attitude taken by faculty members from other departments toward physical education and athletics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A closer and more harmonious relationship with alumni.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Selection of physical education as a major by freshmen students.</td>
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<tr>
<td>6. Selection of physical education as a major by upperclass students.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Selection of courses in physical education by students majoring in other departments.</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Increased participation by students in intercollegiate athletics.</td>
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<tr>
<td>9. Increased participation by students in intramural activities.</td>
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<td></td>
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</table>
Department of Physical Education for Men
University of Massachusetts
Amherst, Massachusetts

November 3, 1948

Director of Physical Education

Dear Sir:

On September 20, 1948, I mailed you a questionnaire regarding the value of a handbook to a department of physical education. The accompanying explanatory letter contained a request for your handbook. I have not yet received the questionnaire or the handbook from you.

If you do not issue a handbook, will you please check the space provided on the postal card and return it along with the questionnaire?

Thank you very much.

Sincerely yours,

Stanley F. Salwak
Instructor, Physical Education

We do not issue a handbook.

Name

School
BIBLIOGRAPHY
BIBLIOGRAPHY


Approved By:

Chas. J. Oliver

Problem Committee

Date April 7, 1949